

Childminder report

Inspection date: 17 January 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are very happy and settled in the care of the childminder. They happily give and receive cuddles and have fun. Children show good levels of independence. For example, older children climb the stairs, use the toilet and wash their hands by themselves. Children confidently select toys of their choice. Younger children look at books and shake musical instruments. Older children make marks with pens and use push-button toys that are designed to help with their emerging literacy skills. Each child's needs are met well and their confidence and self-esteem are high. The childminder is very attentive to each child's personal needs and recognises their uniqueness fully. Children feel safe to explore their environment and learn how to keep safe when on outings. They hold on to the pushchair and listen, look and wait to cross the road safely with the childminder.

Children thrive in the warm and welcoming environment. They are provided with a well-thought-out curriculum to support their good learning and development. Children are offered experiences outside the childminder's home to enhance their learning and development, such as play sessions and going to the park. The childminder has high expectations for children and they receive high-quality care and education. Children behave well and are very polite and courteous. They know what is expected of them and are familiar with the routines. Children play happily together, share toys and take turns.

What does the early years setting do well and what does it need to do better?

- Children have very secure attachments with the childminder. They happily invite her to join in their play and respond very well to her purposeful and warm interactions with them. This supports children's emotional well-being highly.
- The childminder tracks children's progress well. She places a strong emphasis on how she interacts and engages with each child according to their age, ability and interests. However, on occasion, she does not always make the best use of this time to extend and challenge children so that they learn as much as possible.
- Children spend time out in the community. For example, they go to the park to enhance their physical skills, and music group sessions to develop their social skills. However, they have less experiences and activities to learn about diversity and other cultural differences to help them to develop a broader knowledge of the world around them.
- Children enjoy reading and looking at books. This supports their early literacy skills. During a planned story activity, the childminder uses her knowledge of child development to help consolidate children's learning about colours. She encourages the children to find scarves of the same colours that are presented in the book. The childminder helps them to recognise the differences between the shades of the colours. Children remain engaged in the story activity,

demonstrating good listening and attention skills.

- Parents' written comments are very positive about the childminder and the service she offers to the children and their families. Parents spoken to also comment about how warm and welcoming the childminder is and how they value her service. They state that their children are happy, settled and thoroughly enjoy coming to her home. Parents comment about how information is regularly exchanged between them and the childminder to support and meet their children's care and learning needs. Additionally, the childminder works well with other early years settings that the children also attend. This ensures there is a truly shared approach to supporting children's continued learning and building further on their interests fully.
- Children behave well. They have positive attitudes to their learning. They show good levels of concentration and interest in the range of activities accessible to them. For example, children enjoy board games. They take turns and have fun describing their pictures and then finding the picture to match this on their board. Younger children point to small-world farm animals and say 'moo'. The childminder repeats the word to help with the correct pronunciation. This helps to develop children's language and social skills well.
- The childminder is well organised. She maintains all required documentation for registration, including children's attendance and accident records. She has completed all mandatory training and explored various ways to develop her own skills and knowledge to enhance her good provision.
- The childminder gathers useful information from parents about what their child is interested in and what they can do when they first start. She builds on this information to broaden children's experiences from home. She ensures children have time to socialise with children of a similar age out in the community and develop their sensory and creative skills through art and craft activities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of how to keep children safe. She has completed safeguarding training to keep her knowledge up to date with current guidance and practice to protect children from harm. She knows the types of abuse and the procedures she must follow should she have a concern about a child in her care. The childminder has extended her knowledge of the wider aspects of safeguarding children, such as the 'Prevent' duty, to help to protect children from extreme views and ideas. The childminder supervises children closely and makes sure her home is safe and secure.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- make the most of all play opportunities and daily routines to extend and challenge children to help them to learn as much as possible
- broaden children's experiences and understanding of diversity and the wider world.

Setting details

Unique reference number	EY286728
Local authority	Nottinghamshire County Council
Inspection number	10073402
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 13
Total number of places	6
Number of children on roll	19
Date of previous inspection	29 March 2016

Information about this early years setting

The childminder registered in 2004 and lives in Stapleford, Nottinghamshire. She operates all year round from 7.15am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for three-year-old children.

Information about this inspection

Inspector

Judith Rayner

Inspection activities

- The inspector had a tour of the areas of the home used for childminding and discussed with the childminder how she organises her setting.
- The inspector spoke to the childminder about how she supports children's learning. She observed the childminder interacting with children during play activities. The inspector and the childminder evaluated a play activity together.
- The inspector spoke to the childminder about her use of evaluation, her current areas for improvement, and how she plans for her continuous professional development.
- The inspector sampled a range of documentation, including suitability and qualification records and some policies and procedures.
- The inspector spoke with parents and also looked at written comments to take account of their views.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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